

Bradford College takes to the Podium

See pages 12 & 13



Paul Porter, boxing development officer, Mally MacIver, boxing coach and Saira Tabasum, student and boxer from Bradford College picked up gold at the black tie ceremony

Colleges call for FE loans to be delayed

FE Week Exclusive

Nick Summers

@SummersNicholas

The majority of professionals in the FE sector support delaying or scrapping the introduction of FE loans, according to a survey of Lsect members.

Nearly 70 per cent of respondents, who represent more than 150 different FE colleges, said the government should prolong the implementation of the scheme or abandon it completely.

The survey, designed with the Association of Colleges (AoC), National Union of Students (NUS), University and College Union (UCU) and Unison, adds to growing concerns about the impact of the scheme both on learners and providers.

Sally Hunt, general secretary of the UCU, said: "The government has got itself in enough trouble by not listening to the experts in recent months.

"It now needs to listen to the collective voices from across further education that make it clear that the sector is simply not prepared for, and does not want, FE loans.

"As well as avoiding another NHS-style PR disaster, pausing now will allow some of the record numbers of unemployed people access education."

The survey, which asked principals, vice principals and MIS managers what changes they would like to make to the proposed FE loans system, found that 69 per cent wanted it delayed or scrapped.

Toni Pearce, vice president (FE) at the NUS, said: "Those working in the sector are deeply worried their colleges have simply not been given the opportunity to prepare for the havoc this loans scheme would wreak.

"The grassroots pressure to shelve these plans, coming from those who know the needs of their students best, is growing apace.

"The government must stop digging a hole for itself on this one and go back to the drawing board if a disaster for adult learners is to be averted."

Respondents were also asked to score, on a scale of 1 to 10, whether they thought people were aware of the FE loans scheme.

More than half (55 per cent) said the sector was not very aware or prepared (1-4) for FE loans.

A further 89 per cent of respondents said the public was not very aware of the proposed system.

Debbie Ward, director of planning and funding at MidKent College, said: "Very poor communication, nobody outside FE has any idea, and very few within FE understand and are fully aware of the issues and implications."

Julian Gravatt, assistant chief executive of AoC, added: "The survey shows that college staff have significant concerns about public awareness of the policy and how it will be communicated.

"There are also lots of concerns about the impact on access students, engineering students and students with learning difficulties and disabilities.

"It is clear that more information is needed about the finer detail of how this policy will operate to allow colleges to effectively prepare."

However, the government says it is "working closely with the sector" to make sure it is prepared for the introduction of the loans, which will be for those aged 24 and over, studying at Level 3 and above in the 2013/14 academic year.

A spokesperson for the Department of Business, Innovation and Skills (BIS) added: "Introducing loans will that thousands of people can access learning at a time when grant funding is being prioritised on those who need it most."

FE Week will host a roundtable debate on May 9 to discuss the sector's concerns about FE loans.

Speakers include Andrew King, lead for FE Loans at BIS, Gordon Marsden, shadow minister for further education, skills and regional growth and Miss Pearce.

Maxine Room, principal of Lewisham College and Peter Pledger, chairman of the Confederation of Apprenticeship Training Agencies (ATAs) and chief executive of South London Business, have also confirmed their attendance.

The Lsect survey follows a joint call for the delay in FE loans by the AoC, NUS, UCU and Unison.

The group has written to ministers arguing that the sector is not prepared for the changes and consequences of the system.

They also suggest a "pause" in the introduction of FE loans until there has been a full impact assessment and consultation with the sector.

See page 10 and 11 for more.

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Adult Learners' Week



FE Week takes a look at what's in store in Adult Learners' Week 2012

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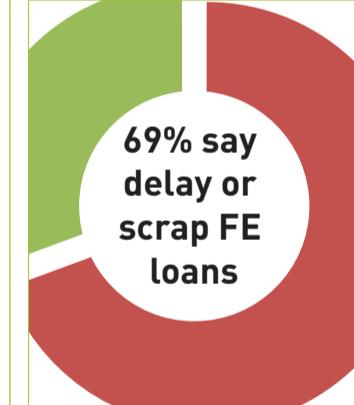
Peter Pledger



FE Week interviews the chief executive of South London Business

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Learn how to get involved with FE Week's monthly Twitter debate

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Future still Bright for sub-contractor

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The head of a sub-contractor has spoken out about the practice used by NTQUK, a training provider whose contract has been terminated by the Skills Funding Agency (SFA) following irregularities in learner data.

Krissy Charles-Jones, chief executive of Bright Assessing, has revealed how almost 60 learners were left without a qualification after NTQUK said they had been refused funding by the SFA.

"They took the risk on me and they took a risk on my business, and that's what annoyed me," Mrs Charles-Jones told *FE Week* in an exclusive interview.

"They took my business and put it on the line."

Mrs Charles-Jones says she signed a pilot contract with NTQUK, worth £100,000, after meeting the necessary due diligence requirements in December last year.

Three weeks into the contract, Mrs Charles-Jones says she was then emailed by NTQUK, who said it was unlikely they would be able to issue any more contracts after the pilot.

"She said 'just to let you know we're having a major contractual review and therefore after this pilot we can't guarantee what numbers you can do,'" said Krissy Charles-Jones.

The Bright Assessing CEO says she then called NTQUK, who reassured her that the current learners were "absolutely fine".

Bright Assessing continued to deliver the training between December and February.

Mrs Charles-Jones said: "We paid to deliver the training, arranged with all these employ-

ers to deliver practical sessions and everything else."

"We did it all and delivered it all."

The SFA began an investigation into NTQUK in February "after receiving credible information suggesting significant irregularities" in evidence submitted to the SFA to support funding claims.

Mrs Charles-Jones says she was emailed by NTQUK in the same month requesting they speak "urgently."

She called them back and was told by NTQUK that they could no longer fund the learners.

"I said 'what do you mean, is there a problem with them? Have I caused the problem or have I sent you the wrong forms?' She said 'I'm really sorry, but we haven't had our growth agreed by the SFA.'

Martin Cawley, contracts manager at NTQUK, has confirmed the decision to sign the contract was "pending the outcome of the growth request."

Mrs Charles-Jones then called the SFA South East regional director, who said it wasn't the agency's responsibility to deal with subcontracting disputes.

When asked about subcontracting responsibilities, the SFA told *FE Week*: "Lead providers are accountable for managing relationships with their sub-contractors.

"This includes undertaking all necessary due diligence, and ensuring the quality of training provided."

However, the regional director did offer to help Bright Assessing find a new lead provider.

The SFA partnered Bright Assessing with Remit, a training provider which delivers apprenticeships in IT, automotive and food and

hospitality, a few days later.

The SFA told *FE Week*: "Due to the nature of these particular circumstances, the Agency has been working with Bright Assessing Training and other sub-contractors of NTQUK to re-sign their contracts to other lead providers to ensure continuity of training for learners and employers and to minimise the disruption they may experience."

Since losing the contract with NTQUK Bright Assessing has had an additional 140 learners complete, with 77 per cent finding jobs once they leave the course.

NTQUK had their contract terminated by the SFA in March.

Following an unsuccessful dispute resolution panel, the company has now asked to go to arbitration.

Allan Bate, the chairman of NTQUK, has said that if arbitration fails, the company, which employs roughly 100 people, could be forced to close.

FE Week has seen a letter sent by Geoff Russell, chief executive of the SFA, to NTQUK addressing these concerns.

It reads: "Whilst the Agency is sympathetic to the position employees of NTQUK find themselves in, the responsibility for ensuring NTQUK meets its obligations to its employees rests solely with NTQUK and any suggestion that the failure to pay staff is due to the incompetence of Agency staff is entirely refuted.

"In fact, the audited accounts of the company to the year ending July 2010 showed that the Directors paid themselves dividends and salary amounting to almost £800,000 (including all Directors' remunerations but not including 'retirement benefits') which appears to have left the company in a difficult financial position."

The £240m SFA giveaway

Nick Summers
 @SummersNicholas

The Skills Funding Agency (SFA) has allocated providers an extra £240 million since the start of the academic year, new data has shown.

An updated spreadsheet for 2011/12, published by the SFA last week, shows that allocations have risen to more than £4 billion combined.

The extra funding has been distributed mostly through the Adult Skills Budget (ASB), which has risen by seven per cent to £2,604,934,311, up from £2,441,138,450.

The new figures show that the funding for 16-18 apprentices has also risen by seven per cent, up to a total of £54,037,357.

The largest benefactor of the in-year allocations, HIT Training Ltd, has received an extra £9,576,909 from the Agency, up 87 per cent from the start of the academic year.

The SFA spreadsheet shows that the company, which delivers training for the hotel and catering industries, was given an extra £7,810,400 through the ASB and an additional £1,766,509 for apprentices aged 16 to 18. Elsewhere Ufi Limited received additional in-year funds of £8,476,405, up seven per cent from their initial 2011/12 allocation.

The firm, which was sold by the Ufi Char-

table Trust (UCT) to Lloyds TSB Development Capital (LDC) for £40 million last October, now has a total allocation worth more than £130 million with the SFA.

The updated spreadsheet also shows that ESG (Skills) Limited, a supplier of welfare to work and vocational skills services, has had the largest fall in funding allocation since August 2011. The company is shown to have had 78 per cent of their allocation clawed back by the SFA through 16-18 apprenticeships, down almost £4 million, and also through the ASB, which was reduced by nearly £2 million.

South Nottingham College, now the sixth largest provider in the UK following a merger with Castle College Nottingham, received the largest in-year allocation out of all FE colleges.

The College received an extra £4,617,289 from the SFA, increasing their total SFA allocation by 19 per cent to £29,042,384.

Newham College of Further Education received the second largest allocation increase for FE colleges, up £4,096,389 to £26,372,899.

The data also shows that Elmfield Training, which delivers apprenticeships at Morrisons, now has an allocation for 2011/12 worth more than £41 million.

While its funds for 16 to 18 apprentices has been reduced by £2 million to £10 million, its provision for adult learners has risen by £5.75 million to £31,101,000.

FE Week news in brief

Register launched

The Careers Profession Alliance (CPA) has launched the first 'National Register of Career Development Professionals'.

Skills minister John Hayes says he wants 50 per cent of careers professionals to be on the new register by April 2015, which sets standards of professional practice for giving information, advice and guidance. Ruth Spellman OBE, chair of the CPA, said: "With a free marketplace opening up in career development it is essential that anyone seeking careers services can be assured they are dealing with someone who is professionally qualified and meets high standards."

SFA subcontracting

The Skills Funding Agency (SFA) will be publishing the next subcontracting register before the end of the month.

The publication, which details all subcontractors with an aggregate value of £100,000 or more, requires all lead providers to submit a declaration of sub-contractors to their relationship manager by May 8.

The SFA website reads: "As well as demonstrating the diversity and breadth of the supply chain, the purpose of giving this national overview is to assist lead providers we directly contract with their due diligence checks."

Report finds 'process failures' at the Skills Funding Agency

Nick Reinis
@fenickr

An investigation into secret changes to a government website has unearthed "process failures" and an inability to pinpoint who made the unauthorised adjustments to data.

The views are made in a breach report, published by UK Statistics Authority into the FE Choices website, which is managed by the Data Service; part of the Skills Funding Agency.

As revealed by *FE Week* in March, an investigation by the Agency found nearly 2,700 changes were made to "unique values" in the Learner Satisfaction indicator of the site, without public knowledge, after it went live on January 26.

This affected 442 providers, with 62 providers unaffected. However, while the Authority's report lifts the lid on how it occurred, it was unable to identify who made the changes.

The Authority's report says: "The SFA have examined available email and other electronic records, and interviewed staff, but are unable to identify who made or authorised these changes,

or uploaded the revised data file as around 45 staff had access to the site used to feed the updates to the external web manager."

It also tells of a "reorganisation of the FE Choices data team" from April 2011, which placed them under the auspices of the Data Service. Transition and incorporation on to Data Service protocols is still in progress.

The report says: "A number of process failures have been identified relating to a lack of data backup procedures, failure to follow the required version control procedures, sign-off procedures which did not require statistician approval, and resourcing, including dependence on contingent workers and high levels of staff turnover during the reorganisation."

"All these issues are limited to the FE Choices system and processes, and do not extend to other SFA statistical outputs."

The report also highlights that the Agency became aware of "further changes" to FE Choices during their investigation.

After the FE Choices data was published, data in the Learner Satisfaction indicator was subsequently corrected on February 6.

This was reported by a "former SFA contingent worker" in a letter to John Hayes, minister for further education, skills and lifelong learning, and copied to the National Statistician, which was received on 21 February 2012. It was also communicated to *FE Week*.

The report adds: "The Agency added a notice to their website alerting users to a potential problem on 21 February 2012. While investigating the reported change, further changes that had been made to the data came to light. These were a revision to the treatment of zero values, correction of a coding error relating to questions 6 and 7, and the exclusion of data relating to large employers who train their own staff."

"These changes should also have been announced at the same time as the changes were implemented, and information made available about the nature of the changes."

In response, the Agency has implemented measures that it says will stop a reoccurrence of this incident in the future.

These include improving existing "change control process to restrict the number of people able to upload web changes to the feeder site to

two" and that all changes must now be approved by a GSS statistician.

The Agency has also "tightened" existing procedure to ensure full records are kept of any changes or revisions, so that an "audit trail" exists. A longer term plan includes improved documentation of process, and improved testing of code and data to allow "more time, more automated testing, and adequate ring-fenced resources" between website and data projects.

The Authority's report also says although permanent staff within the Agency are aware of the Code of Practice, not all "contingent workers" are. A refresh of this knowledge is planned.

An Agency statement read: "As soon as the Agency received reliable intelligence that a problem had occurred, they took immediate action by uploading position statements on the FE Choices webpage and began a thorough investigation. Once the Agency had conducted their investigation, they communicated findings (on FE Choices) and began implementing processes, which we are confident will aim to prevent any reoccurrence of this singular incident."

HR Director of Morrisons to step down next month

Nick Summers
@SummersNicholas

The group HR and communications director at Morrisons has announced he will leave the supermarket retailer at the end of June.

Norman Pickavance, who has been questioned by the BIS Select Committee over the apprenticeship programme at Morrisons, will leave "to pursue opportunities" elsewhere.

Dalton Philips, the chief executive of Morrisons, said: "Norman has been pivotal in making Morrisons an award winning employer.

"He has transformed our HR function and has been a great advocate for developing people from all backgrounds across the business.

"We wish him well for his future."

Mr Pickavance will continue his work as a non-executive director at Create, a social enterprise which helps support homeless and disadvantaged people back into work.

Gary Stott, deputy chair of Create, has confirmed Mr Pickavance will be receiving "no salary or remuneration" for the on-going position, which includes being chair of the board.

"I think that Norman has a tremendous career history and a passion to see people's lives transformed through the experience of work," Mr Stott said. I am sure he will be using the next few months to work with a number of different organisations that are close to his heart and share his passion."

FE Week revealed in March how Elmfield Training, a private training provider which delivers apprenticeships at Morrisons, donated £200,000 to Create. Mr Pickavance was then questioned alongside Ged Sydall, chief executive of Elmfield Training, during an evidence session held by the BIS Select Committee for their inquiry into apprenticeships.

Ministers asked Mr Pickavance if the su-



permarket would have continued the training attributed to each apprenticeship had they not received government funding.

"We would have done it anyway," Mr Pickavance said.

"We do not receive any money from the government purse for the training that we provide.

"All the training that we deliver is at Morrisons' cost, and so it should be."

He added: "We use the government money through a third-party provider, because we are not experts in accrediting people and we are not experts in national standards."

Mr Pickavance was questioned further during the BBC One Panorama programme "The Great Apprentice Scandal".

The show revealed that 40 per cent of the company's workforce was on an apprenticeship last year, with more than two thirds aged 25 or above.

"Forty per cent of people are trying to get a basic qualification," Mr Pickavance told the BBC.

"People who don't leave school with a qualification often feel they don't have access and don't see the skilled jobs or managerial position as something they can aspire to."

He later added: "Actually when you look at the results that are being delivered through this programme, with a private provider, we're doing something that is actually exemplary in terms of the qualifications people get."

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FE Week investigates

Looking ahead to Adult Learners' Week

Nick Reinis
@fenickr

As tag lines go, the one being championed as the essence of Adult Learners' Week, which begins on Saturday, will take some beating.

It reads: "There has never been a more important time to celebrate and promote the benefits of learning - encouraging adults to discover the positive impact learning can have on their lives, their families and their community."

The Week, spearheaded by the National Institute of Adult Continuing Education (NIACE) is the UK's largest annual festival of learning, incorporating thousands of events and award ceremonies, with the aim of promoting "every type" of learning.

With just days to go until the beginning of the Week, David Hughes, the chief executive of NIACE, told *FE Week* that the Week has many elements, with the first event, held on Monday, the Adult Learners' Week National Award Ceremony.

He said: "It's about celebrating what adult learning can do for people and about excep-

tional learners who have changed their lives.

"It's about recognising the real wider benefits of adult learning. It's not just about skills or work or leisure or pleasure, it's about all of these things."

He added: "What we try to do is showcase people who can provide that. It's one thing to talk about it, but another for a learner to say 'this is my story' and we want people to be empowered by these people to see that they can do it too."

"We just don't celebrate enough in this country. We have the degree awarding ceremonies, but we don't really have anything for students leaving school."

The following day, NIACE will hold its National Policy Conference, in conjunction with The Open University, which will explore the current and emerging challenges and approaches to widening participation in adult education.

Mr Hughes said: "We're holding a conference on widening participation which is one of the big issues for us. We have John Hayes coming to speak and also employers and learners and people from the community."

He added: "Widening participation is the

largest issue we've got. The focus on apprenticeships is a good thing, but they are expensive.

"There are three areas under pressure; employers, the government and the individual. It does cost more to do widening participation really well."

"When you have over one million who are NEET, you worry about them making a difference to their lives"

The Week will continue on Wednesday with a Parliamentary Reception.

Mr Hughes said: "We have a parliamentary reception with the all-party group for further education and skills, where we've invited former award winners to come back and speak. It's great, because it helps to show that adult

learning is not just for Christmas, so to speak.

"Most go on to do more learning or achieve more in life, whether it's work or helping to mentor, or getting involved in their community."

He added: "When you have over one million who are NEET, you worry about them making a difference to their lives."

"It's a generation of young people who may be one, two or three years not in work or training, and not being hopeful and optimistic."

But the Week is not just about events on a national scale, it is also about localised activities, as Mr Hughes explains.

"Another big part is that we have thousands of events across the country so people can drop in and have a go locally at adult learning.

"Around 100,000 people have previously taken part in these types of events during ALW and that's really important to the Week."

For more information on Adult Learners' Week, visit www.alw.org.uk

Alternatively, follow NIACE on Twitter and join in by tweeting about your Adult Learners' Week activity by using #ALW12

TOP PICKS FROM ADULT LEARNERS' WEEK

SAT 12th May	SUN 13th May	MON 14th May	TUES 15th May	WED 16th May	THURS 17th May	FRI 18th May
Try French 10am to 12pm Woodley Hill House Bracknell and Wokingham College	We are What we Wear: Kathakali 1.30pm to 4.45pm London Victoria and Albert Museum	Holiday Italian taster 1.30pm to 3pm Newcastle-upon-Tyne Heaton Adult Education Centre	A Digital Day Out 9am to 4pm Portsmouth Highbury College	Help your child with English 10am to noon London Thomas Calton Centre	Creative workshop 9.30am to 11.30am Scunthorpe Ashby Link Adult Community Learning Centre	Watercolours - Mixed Ability 9.30am to 12.30pm Bideford Arts Centre
50th Anniversary of Dacorum Campus Noon to 2pm Hemel Hempstead West Herts College	Family Learning Day 2pm to 5pm London Cambridge House	Bring a Friend to College 9am to 2pm Filton - South Gloucestershire and Stroud College	Coffee Morning (iPad Session) 9.30am to 11.30am Telford Sutton Hill Community Centre	Creative Writing 10.30am to 12.30pm Torquay Torquay Adult & Community Learning	Drawing and Painting Taster 10am to 11.30am Wetherby Centre Leeds City College	Beginners Web Building: Create Your Own Webpage 10am to noon Manchester City Library, Elliot House
'Pop-up' shop at the Sovereign Centre 9am to 5pm (Everyday) Knightstone Campus Weston College	Singing Flash Mob! 1pm to 4pm Brighton E-mail: julie.watson@brighton-hove.gov.uk	Confidence Building Workshops 10.30am to 11.30am Totton Totton College	Care, Health & Early Years Employers Fair 10am to 2pm Cambridge Cambridge Regional College	10 things the Internet can help you with 10.30am to noon Peterborough Central Library	Wood Workshop 10am to 12.30pm London The Camden College	Coffee morning with Open Age 10.30am to 12.30pm London North Kensington Library

FE Week profile

Peter Pledger ~ his story

Nick Summers
@SummersNicholas

The Chairman of the Confederation of Apprenticeship Training Agencies talks to FE Week

For a man who has risen through trade unions, government quangos and the skills sector for more than three decades, Peter Pledger gives off an incredible sense of calm and modesty. "The game plan has always been to avoid bankruptcy," he says simply. "As long as I can do that I'm happy."

As chairman of the Confederation of Apprenticeship Training Agencies (COATA) and chief executive of South London Business - a company which delivers apprenticeships both as a training provider and ATA - he's certainly kept busy. His office, based in Croydon, is a rather simple affair, but he's quick to dispel the miserable weather outside with a warm smile and welcoming handshake. It's as if he has all the time in the world.

Growing up in Highbury at a time when the Victoria line didn't exist, Peter recalls London as being a "grimy" and "dirty" place during his childhood. The avid Chelsea fan, whose parents moved to England from India, was one of only three black children at his school and thought of it as "quite a hostile place".

"Bits of London were quite nasty," he says honestly. "There was a lot more overt racism and a lot of attacks at the time. The National Front were everywhere in Islington and so you had to get quite tough, quite quickly."

Self-proclaimed as being "useless" at school, Peter admits he quickly blew his A-levels after spending too much time in the pub. But don't count him out as a slacker. On the side Peter also worked as a hospital porter, carrying out the unenviable task of "shifting dead bodies" and cleaning up the subsequent mess.

"The overwhelming feeling about being a porter is that you're waiting for the minutes to go by - every minute dragged," he explains gloomily.

"When someone died or something horrible happened it was great, because you could actually do something, but most of the time you were waiting, and it was just a horrible way to do something."

Throughout these humble beginnings Peter stumbled across a love for politics. The hospital, which was set to be closed down by the NHS during the 1979 general election, suddenly became a political campaign backed by a number of politicians, including Margaret Thatcher. It helped persuade Peter to return to education, where he enrolled at St Mary's University College and became vice president and later president for the Students' Union. Alongside his studies Peter twinned the college with Birzeit University in Palestine.

"When we turned up there the Israelis knew who we were and what we were coming for, and while I'm not taking sides in the dispute, they couldn't have been more horrible," he explains. "Wherever we got into a taxi, they used to just slash the tires. One of the people we were going to meet was even shot - not killed - but shot before we met them."

Peter recalls, then aged 21, being bundled out of the back of a building and switching cars in a bid to meet his political equivalent from Birzeit University.

"Our line was that we weren't taking sides in the dispute, what we wanted to do was help other students to learn and to grow," he says.

After a short spell date stamping post at Camden Council, Peter was elected as a shop steward for the National and Local Government Officers Association (NALGO), a trade union which would later merge to become Unison. Peter was then quickly snapped up by the TUC, setting in motion a lengthy career in union work. The job at TUC was "brilliant", Peter says, and allowed him to meet a number of renowned politicians, including a very young Tony Blair.

"I wasn't impressed," he says with a chuckle. "He just didn't know what he was talking about!"

The National Union of Public Employees (NUPE) then invited him to be a representative for Thames Water, putting him in charge of all disputes and negotiations regarding pay, terms and conditions, grievances and disciplinaries. In our interview he recalls a particularly nervous visit to Beckton; one of the biggest sewage works in Europe.

"They took me into what they said was their mess room, and there were all these blokes - and I'm not small, but these were big guys - who said 'well all of our pay has been stopped.'

"So I said 'okay, let's sit down, let's just go through the details and try and understand how it's all working, and then we'll sort it out'. Suddenly I heard the bolt go in the door behind me, and he said 'well you're not going out mate until you do sort it out'. I was on their side, but that was just how it was!"

The impact of education, and in particular the necessity of being able to read and write, also became apparent to Peter during his time at Thames Water. In one particular incident, Peter recalls a group of men who refused to use new machinery.

"They came up with every excuse under the sun...but then I worked out what it was. None of them could read the manual. They couldn't read and they had never needed to read, because they had worked on the same machinery that their fathers before them had, or that their friends had shown them."

The union representative was later invited to chair the lifelong learning forum and also joined the board for the West London Training and Enterprise Council (TEC), which at the time was in charge of delivering apprenticeships in the surrounding area.

"All these things were unpaid, but that's the way of life," he says with a grin.

In a high-risk move Peter then applied to become the deputy chief executive of the



London TEC council, which was set to be abolished by the Conservatives following their rise to power.

"The TECS didn't think they were going to be abolished, they thought they were so good they were going to be safe," he explains. "They forgot that while learning is for life, quangos only last ten years. And they had hit their ten years."

"Suddenly I heard the bolt go in the door behind me, and he said 'well you're not going out mate until you do sort it out'"

Peter knew that once the TECs were abolished, he would then be well placed to secure a position at one of their replacements, the ill-fated Learning and Skills Councils (LSC). It paid off. He was appointed alongside 46 other executive directors and later briefed by David Blunkett at a motorcycle factory in Birmingham.

"He gave us our instructions and said right, you've got until 9am on the 27th of March to be up and running, but you have no office, no staff, not even a PA, and you've got to make it work."

"On the first day you've got to control the funding of every FE college in your area, every adult and community institution in your area and all your work based learning providers."

It was the challenge Peter had been waiting for.

"Not only could I think about solving the problems, but I also had the money to do it. My budget at the time was a quarter of a billion pounds a year. My personal spend authority, so money I could spend without asking anybody, was a million pounds worth of public money."

He adds: "Problems came along, but we fixed it."

Peter spent seven years leading the LSC, training 34,000 people to read and write in the process, but left the organisation in 2006 when he felt his powers were being constrained.

"The ministers wanted greater control, they didn't want appointed people spending money the way I was spending money. I could see all of that and therefore it became more rigid, less interesting."

Peter then set up a consultancy, as he says "everyone does", before being approached for the chief executive position at South London Business. The company, which he says "was running out of steam" when he took over, now has a healthy turnover of roughly £4.5 million.

And while it still offers business support, Peter has expanded its operations to become a training provider and ATA for apprenticeships.

"The problem for every single government body is how to get to employers. Well, this is a business organisation, I start with the employers and that's what I do all the time... I'm constantly talking to businesses," he says. "That's why our ATA works and that's why our skills bit works."

Peter is also chairman of the Confederation of Apprenticeship Training Agencies (COATA), a membership group which he helped set up to try and protect the model from malpractice.

"I wanted to get rid of the scams. There were too many people saying they were ATAs who simply weren't ATAs. I wanted to get them out of the market; this is to clean it up."

FE Week Experts

Best practice principles in student administration



After many years working with college information systems and the advances I've seen in technology, it still amazes me that there are vast differences in how colleges capture and use information to propel their business forward.

From my perspective, there are a few fundamental principles that would help any business to streamline their information processes and enable their users to rely on - and own - the messages that are produced.

Principle one: Only collect data once, at its source and in an accurate and timely way

This sounds fairly straight forward. However, this is the biggest challenge that commonly requires solving. It requires dedication to ensure that the information captured on courses, students, examinations, etc, is correctly represented. The best colleges have a dedication to getting this right at the data's source and eliminate inconsistencies through robust business processes.

A critical example of this is ensuring the curriculum plan and the course file are one and the same. They must match exactly to the planned timetable so that the enrolment teams have complete information at their fingertips during enrolment.

Triangulating this information early also adds a valuable checking process, enabling incorrect errors to be eliminated easily. I have seen many course files created with generic or no dates that bear no resemblance to the way the course is being offered, it is simply a label that will be used to group enrolments.

Principle two: Collect the data in one holistic system

If that's not possible, ensure that the data is 'live linked' to eliminate inconsistencies.

Many information systems are made up of diverse legacy systems that have allowed data to be captured inconsistently. Simply exporting data and keeping it for a specific task is risky. It invariably does not get updated and changes rarely find their way back into the originating system.

When information is consistently produced from a source system, it is ensured to have been checked by every level of the organisation. It is the equivalent of having many data auditors cleansing the information daily. Assuming that 'principle one' is fairly robust, the data will be used and owned by the whole organisation.

In addition to systems integration, any processes should be streamlined and integrated to meet the requirements of the central system, without duplication. When developing a process, any connecting processes should also be considered.

Principle three: The data is always correct

A strange statement for some people to understand, but a very powerful message for senior managers to send. The principle behind this message is that you must only use centrally

"It requires dedication to ensure that the information captured on courses, students, examinations, etc, is correctly represented"

produced data to make decisions.

If anyone in the organisation finds data to be incorrect then the central system needs to be corrected immediately. This places the data at the heart of the organisation and enables staff to have confidence when using centrally produced data, knowing that others have also used and cleansed it where necessary.

Principle four: No decisions should be made without reference to validated information

All performance indicators and monitoring reports must be output from the central system. This again reinforces principle three and ensures that if an important decision needs to be made, the organisation has captured, used and validated that information previously. Any decision can be made without questioning, in detail, the validity of the information; as it is known that this information has already been used to run the organisation.

Michael Haworth, Senior Consultant, Tribal

College Inspections: Re-basing of Grades?

Some commentators are taking the view that, recently, Ofsted has focused too heavily on full time 16-18 programmes, and has neglected the complexities of general FE. One particular college has been downgraded from "Outstanding" in 2007 to "Inadequate" this year.

The inspection report suggests a bias towards the 16-18 provision, which accounts for a third of the college's activity by student numbers. Interestingly, adult and employer programmes, which together accounted for two thirds of student numbers, had high performance and a trend of improvement. A private training provider with these kind of Employer Responsive grades would be graded as "Outstanding", and yet this college is now "Inadequate".

A different college was graded as "Outstanding" in late 2010 and had improved its 16-18 provision (22% of student numbers) to above average. Its Train to Gain provision (54% of student numbers) had declined to below average. A private training provider with these results would not have secured an "Outstanding" grade.

Perhaps this begs two questions: firstly, are we standardising inspection reports in the right way to ensure a like-for-like comparison between providers; and secondly, is Ofsted too closely aligned to the school sectors to be fully able to appreciate, and judge the more disparate provision which is found across FE?

There is, though, a third question, and that is around the focus, and ultimately, the purpose of inspection. Focuses are changed like knickers (ie, frequently, regardless of whether strictly necessary).

The focus now is the standard of teaching, learning and assessment, and few would deny that in an industry which revolves around teaching, learning and assessment that this is important. But there is a danger that, in the laudable quest for excellent teaching, the inspection regime might prescribe too narrow and too rigid a view of what that teaching should look and feel like.

"Is Ofsted too closely aligned to the school sectors to be fully able to appreciate the more disparate provision which is found across FE?"

I am currently reading Douglas Hurd's excellent memoirs, which may or may not suggest a character flaw. I am struck by Hurd's recol-



lections of the teaching at Eton in the 1940's. Hurd writes about the "mechanical" nature of the teaching, and of learning long Greek and Roman speeches by heart and translating them into English.

I would venture to suggest that if such a class was discovered in a functional skills session in some hidden recess of my college, it might not fare well under inspection. And yet Hurd says, "I learned more about the English language from studying the classics than from any number of English lessons." I have my tongue firmly in my cheek as I write this, because I am not saying that by giving my noisy level 1 hairdressers and engineers a classical education, we will transform them into retired Foreign Secretaries who write interesting memoirs.

What I am saying, is that the art, the craft, the science (or whatever it is) of teaching is a wide one and that to take too narrow or too prescriptive a view of how it should be done is a fatuous exercise. And I am worried that this is going to happen.

My college recently went through a QAA IQER Summative Review of its HE provision (0.4% of student numbers since you ask). One might argue that they made a bit of a meal of it but we learned so much. You see, it was a dialogue rather than an inspection, and clever people that these HE folk are, they had us do most of the work for them.

It helped us to focus on how we might build quality into our programmes rather than trying to inspect defects out. And as any student of W Edwards Deming knows (although such knowledge would not come from a classical education), that is not a new concept. It's just one that we need to be allowed to discover in FE.

Paul Stopford, Vice Principal at Telford College of Arts and Technology. He writes in a personal capacity.

FE Week Experts

Exhausted? I can't wait to get back to work



NUS' National Conference is the biggest democratic meeting of students in the world. As such, it's sort of got a bit of a weight on its shoulders. It's the sovereign body of the National Union of Students in the UK and gives members (students' unions) an opportunity to direct our policy for the year ahead, elect six of its national officers and hold previously elected officers to account.

Despite being completely exhausted after a week of elections, debates and procedural motions, I am absolutely honoured to have been re-elected as the NUS Vice President (Further Education), and I can't wait to get straight back to work.

This year brings with it some of the greatest challenges to Further Education that we've ever seen. We'll see the real impact of the complete withdrawal of EMA, moves towards the implementation of fees and loans in FE and a continued drive from Michael Gove to move A levels back into the 1950s.

In Scotland we're seeing the forced mergers

of colleges and a concerted drive towards "regionalisation" and we're still defending the existence of EMA in Wales and Northern Ireland. We also have new policy in FE ensuring we are fighting for our entire membership whether they are in classrooms, prisons or the workplace, and regardless of their age or background.

"We'll see the real impact of the complete withdrawal of EMA, moves towards the implementation of fees and loans in FE and a continued drive from Michael Gove to move A levels back into the 1950s"

Against that background, NUS continues to move its focus more and more towards defending the entire tertiary education

system; and ensuring FE gets the attention it deserves. This year will see students from Further and Higher Education taking part in a national demonstration to protect education for all against government funding cuts.

It's clear that NUS' narrative is changing from the "HE centric" reputation it once had. Candidates in almost all elections this year articulated a need not just to serve those in our membership, but those who haven't had the opportunity to get that far.

It's time we worked for an entire generation that is being let down, with record youth unemployment, the introduction of new powers to stop and search students in schools and colleges and the conspicuous lack of involvement of young people in our democracy.

So, I'm straight back to work to fight against FE fees and loans, and we'll see you on the streets.

*Toni Pearce, VP for FE,
National Union of Students*

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WEBINARS
Lsect.co.uk/webinars

Webinars are delivered by Nick Linford, author of **The hands-on guide to post-16 funding**, Managing Director of Lsect & Managing Editor of *FE Week*

NEC

Let's start with the big numbers first

ALR and ER overview in 2010/11

Source: Individual provider allocations (ENGLAND) (<http://tinyurl.com/2u4n4gm>)

16-18 Apprenticeships (ER)

19+ Apprenticeships (ER)

Train to Gain (ER)

Adult Learner Responsive

£1.35bn

£3.3bn

£402m

£737m

£737m

In partnership with TRIBAL

Upcoming Webinars

Date: Tuesday 8th May 2012 :
Topic: Apprenticeship funding
Duration: Two hours
Cost: £95 + VAT

Date: Monday 14th May 2012 : 2pm
Topic: Apprenticeship funding
Duration: Two hours
Cost: £95 + VAT
For more information and sign up: [click here](#)

NEW DATE

Date: Wednesday 16th May 2012 : 2pm
Topic: Subcontracting funding webinar
Duration: Two hours
Cost: £95 + VAT
For more information and sign up: [click here](#)

To sign up go online at:
Lsect.co.uk/webinars

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FE Week gets technical ~ FE loans

Nick Linford, managing director of Lsect, delivered a half hour webinar about FE loans policy to more than 600 people last week. The slides are published here in full.

1

FE Loans ~ understanding the policy

3 May 2012

Thank you for support from

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Nick Linford
Managing Director of Lsect
Managing Editor of FE Week

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2

Publications from BIS

Original impact assessment (07/11) <http://tinyurl.com/FE-Loans-BIS-July-11>

Consultation (08/11) <http://tinyurl.com/FE-Loans-BIS-August-11>

Briefing (04/12) <http://tinyurl.com/FE-Loans-BIS-April-12>

Publications from the SFA

Guide (12/11) <http://tinyurl.com/FE-Loans-SFA-Dec-11>

Update (02/12) <http://tinyurl.com/FE-Loans-SFA-Feb-12>

And questions can be emailed to: feloans@skillsfundingagency.bis.gov.uk or call Andrew King at BIS on 020 7215 1585

3

The rationale for introducing loans

BIS Impact Assessment:

"With tighter resources as a result of the Spending Review 2010 - the overall FE and skills resource budget will be reduced by 25% between 2011/12 and 2014/15"

"Government investment should be targeted at learning where its impact is maximised i.e. towards individuals who would not otherwise have undertaken learning and where the market failures are strongest. A key element of this is considering the age groups and qualification levels which should be targeted through government investment, and which of these groups should fund their own learning."

"The introduction of FE loans for learners aged 24+ and at L3 and above strikes an appropriate balance between achieving an appropriate reduction in government spending while supporting as many learners as possible. The evidence suggests that individuals realise significant wage benefits from L3 qualifications, and economic theory would therefore suggest that the costs they incur should reflect this"

4

Impact of the introduction

BIS Impact Assessment: "In 2013/14, £269m is available through grant funding (of which none will be repaid), and £129m through loans (of which 40% will ultimately be repaid)"

BIS Investment Statement: Of the £129m loan funding in 2013/14 it is expected that a third (£42m) will be for Level 3 and above apprenticeships

2013/14 is a transitional year as learners that started before 2013/14 will continue to be grant funded for the remainder of their course

BIS Impact Assessment predicts:

Level	No cuts	Cuts and loans	Cuts and no loans
Level 3	263,000	219,000	26,300
Level 4	61,000	50,000	6,100
Total learners	324,000	269,000	32,400

So a 17% learner number reduction

5

The biggest change = more free

"The amount of loan available will be up to the equivalent of the fully funded rate for that qualification set by the Skills Funding Agency, where the learner is expected to meet of the cost of the course."

Where the learner and employer are expected to jointly meet the costs; the loan available will be up to half of the fully funded rate."

So all eligible classroom co-funded learners will become fully-funded via a loan!

And government predict they will be paid back just 40% in total!!

Let's look at the detail

6

Learner eligibility

- ~ aged 24 or over at the start of their course*
- ~ resident in the UK**
- ~ have not previously had an FE Loan to do the same type and level of qualification

Course eligibility

- ~ Qualifications and Apprenticeship frameworks at Level 3 or above and equivalent to or larger than a QCF Certificate (including A-levels and Access to HE courses) from 1st August 2013. Hence units or awards are not eligible.
- ~ FE Loans can be used to fund Credit Accumulation and Transfer (CAT) to complete one of the courses above (funding discount to be applied)
- ~ There is no restriction on start date or course duration (e.g. number of years)

*Presumably the different definition of age for classroom and workplace learning will apply for FE Loans

** Presumably as SFA budget this should be England

7 Value of the loan

FE Loans will be capped at the Agency's published funding rate.

However, the amount of FE Loan required could vary depending on:

- ~ the fee a provider charges the individual; or
- ~ whether the individual chooses to fund the course in full with a FE Loan or has access to alternative funding (i.e. from an employer or personal investment).

For Apprenticeships, there will be a continued assumed contribution from the employer, at 50 per cent minimum of the fully funded rate. This employer contribution can be made either in cash or in kind.

So no funding from the single Adult Skills Budget will be available for these new starts

7

8 Allocating an FE loans budget

"The SFA will issue an indicative FE Loans allocation to each college or training organisation. The Agency is consulting a small number of providers on how best to allocate the FE Loans budget to ensure provider and learner discussions regarding financial options can take place with confidence."

So the FE Loans funding is allocated by the SFA but paid to providers by the SLC (so they will have to work very closely)

FE Loans funding is not additional funding, so likely most providers will see some funding come out of their ASB. Not known yet if, for example, it would be an automatic percentage or on basis of existing recruitment patterns

FE Loans allocation cannot be used for anything else

8

9 Payments to the provider

Both the learner and the college or training organisation will be informed by the Student Loans Company (SLC) when an FE Loan application has been approved. Once the learner has started the course, confirmation of attendance will need to be given by the college or training organisation via an online portal.

The SLC on behalf of the learner will pay the FE Loan, directly to the college or training organisation. Payments will be made in regular instalments over the planned period of study.

Colleges/training organisations and learners will be responsible for informing the SLC of any change in the learner's individual circumstances. This could result in changes to payments by the SLC or trigger a reassessment of the loan.

9

10 Repaying the FE loan

- ~ Loan repaid through HMRC tax system at 9 per cent of earnings above £21,000
- ~ If earnings fall below £21,000 repayments will pause
- ~ Individuals can make voluntary payments if they choose
- ~ Repayments start from April after completed or withdrawn from course
- ~ After 30 years any unpaid FE Loan is written off
- ~ Interest will be charged at the Retail Price Index (RPI) +3 per cent during the period of study, and up until the April after they leave the course
- ~ From April after they leave course it is linked to earnings and will be RPI for those earning less than £21,000 a year and on a sliding scale between RPI and RPI +3 per cent for earnings between £21,000 and £41,000 a year and RPI +3 per cent for individuals earning more than £41,000

The last bullet point will be tough to explain, but SFA say the college or training provider "will not be expected to offer any financial advice to the learner"

10

11 What next?

May 2012 - Final Impact Assessment and Equality Impact Assessment published by BIS

From June - SFA summer programme of information events

July 2012 - Legislation starts, to come into force from Sept 2012

1 April 2013 - Learners can start to apply for loans

1 August 2013 - Course starts funded by a loan

SFA say that at present "we do not expect the sector to engage with any potential learner at any point before information is disseminated" but BIS say providers should be thinking about "how loans will be reflected in business plan (including impact on enrolment processes and student support services) and how to test the market amongst those that would be eligible"

11

12 Next webinars : book via www.lsect.co.uk/webinars

Date: Monday 14th May 2012 : 2pm
Topic: Apprenticeship funding

Date: Wednesday 16th May 2012 : 2pm
Topic: Subcontracting funding webinar

Nick Linford, Lsect
161-165 Greenwich High Road
London, SE10 8JA

Tel: 020 8123 4778
Mobile: 07899798270



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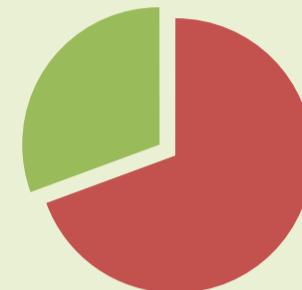
12

FE Week gets technical ~ FE loan survey

In the last week of April 2012 a total of 232 staff from 151 colleges completed this Lsect online survey. A summary of the results are published here, including some of the comments.

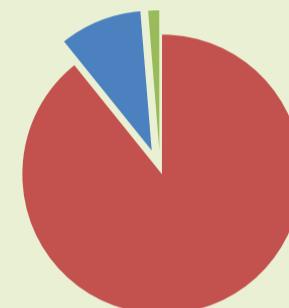
Should the FE loans scheme be delayed or scrapped? (tick all that apply)

Delay and or scrap	161	69%
Neither delay nor scrap	71	31%
232		



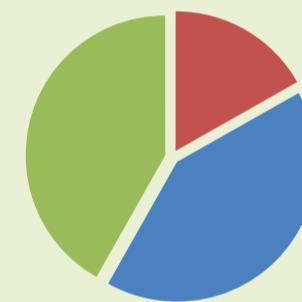
How do you rate public awareness of the FE loans scheme (1 being no awareness, 10 being very aware)

Awareness	Public	%
Not very aware 1-4	207	89%
Aware 5-7	22	9%
Very aware 8-10	3	1%
232		



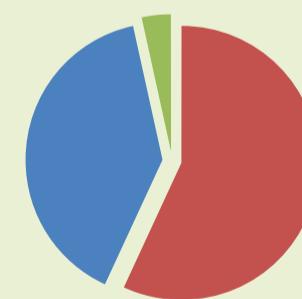
How do you rate awareness among your senior management (1 being no awareness, 10 being very aware)

Awareness	Managers	%
Not very aware 1-4	39	17%
Aware 5-7	96	41%
Very aware 8-10	97	42%
232		



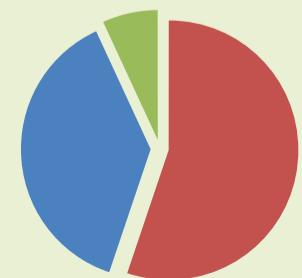
How do you rate awareness among your teachers & support staff (1 being no awareness, 10 being very aware)

Awareness	Teachers etc	%
Not very aware 1-4	132	57%
Aware 5-7	92	40%
Very aware 8-10	8	3%
232		



How prepared is your college to implement the scheme? (1 being not prepared at all, 10 being very prepared)

Not prepared 1-4	128	55%
Prepared 5-7	88	38%
Very prepared 8-10	16	7%
232		



Susanne Stent, Principal, Huntingdonshire Regional College

"Support for LLDD needs to be urgently worked through. I am currently being told that it 'may come out of existing ALS' and so not follow HE structures. Fine, but this needs to be confirmed and funding added to this budget."

Camilla Race, Employment Services Manager, Bishop Auckland College

"The sector has not been fully consulted on this issue and therefore the Government are pushing something through that will have serious implications for recruitment on to higher level provision as well as disadvantaging learners who are financially challenged"

Sue Verner, Student Advisor, Wakefield College

"Good idea in principle, just a lot more work for a sector which is losing funding and jobs rapidly!"

Martin Southward, Finance Manager, Lakes College West Cumbria

"Isn't it just another name for reduction in funding of adult education, I think in some geographical areas it will be a huge disincentive for people to take part in FE and improve their prospects."

Phil Hastie, Vice Principal, Stockton Riverside College

"FE loans only make sense from a treasury accounting position. FE loans will further undermine the responsiveness of FE to support local labour market change and retraining for regeneration."

Jacquie McDonnell, Assistant Managing Director Business Services, North West Kent College

"This could work well but it may put people off from doing level 3 or higher apprenticeship if these are not seen necessary for employment"

Debbie Ward, Director of Planning & Funding, Salford City College

"Very poor communication, nobody outside FE has any idea, and very few within FE understand and are fully aware of the issues & implications."

Jon Rathmill, Funding & ILR Team Leader, Canterbury College

"This policy is being implemented far too quickly with not enough consideration given to the long-term consequences. The types of student this will affect are simply not going to enrol if they have to take out a loan. They will continue find work where they can and simply see that their access to further and higher education has been permanently blocked."

Julie Hinchliffe, Assistant Principal: Skills & Curriculum Development, Bradford College

"Will affect the ability of potential students, in poorer parts of the country, to access further education."

Jean Feely, Acting Director of Curriculum, Burton & South Derbyshire College

"The FE loans policy is flawed. If - as the media leads us to believe - the average age for firsts time mortgage holders is 37yrs, what impact will an FE loan e.g for Access to HE, followed by an HE loan have on this figure? I worry about what will happen to aspiring professionals and the potential reduction in movement across socio-economic boundaries for bright but poor individuals."

Craig Owen, Director of College Information Services, Kendal College

"I have huge concerns that this will decimate Adult apprentice take -up at Level 3 - particularly within certain sectors i.e. Hospitality, Hairdressing, Beauty, Health & Social Care, Retail"

Jon Buxton, Funding and Performance Manager, Stockton Riverside College "

Will there be additional funding available to Colleges to cover additional costs of administration?"

Lesley Fooks, Head of Student Administration, Lewisham College

"I am worried that the consultations will take so long - we as Colleges will get little time to prepare internal systems - we need the full details as soon as possible - just like the implementation of 16 - 18 Bursaries everything will be last minute"

Geoff Sorrell, Deputy Principal, City College Norwich

"There's likely to be an impact on student numbers but the Adult Skills Budget provides some flexibility for organisations. Tough on students though particularly if they want to go on to HE and need to do the same again."

Steve Hewitt, Strategic Funding, Enrolments & Examinations Manager, Morley College

"Much as I dislike it, I can't see loans going away in the medium-term, there are no other obvious ways to make the cuts we have been told we need to make. If there are no loans, where is the money for L3 courses going to come from? Having said that, I can easily foresee the Student Loans Co having a massive meltdown and colleges losing out on big piles of money..."

FE Week campus round-up



Oxford & Cherwell Valley College creative arts students show their skills at Artweeks

Creative arts students at Oxford & Cherwell Valley College (OCVC) are preparing to show design and craft skills at the 30th anniversary Oxfordshire Artweeks.

Around 1,000 artists, including 180 new for 2012, are preparing to open almost 500 venues across Oxfordshire from May 5 to Sunday May 27 for the week.

OCVC's Helen Amber, Creative Arts Oxford, programme manager said: "I think this is a

great opportunity for our students to exhibit their work and show their diverse skills and creative potential."

Art foundation student Alison Jones said: "This will be my first show and it is both exciting and nerve-racking.

"My work is about messages and communication – from hand written postcards to social networks, and explores the impact they can have."



The Duke of York hears all about Student enterprise success at City College Norwich

The Duke of York heard about the pioneering work on student enterprise and entrepreneurship being led by Gazelle when His Royal Highness visited City College Norwich's Startup Lounge last month.

Following a meeting with local dignitaries, businesspeople and students in the Debut Restaurant, over a light lunch prepared by hospitality students, The Duke of York met students from the School of Foundation Studies and Skills for Life, and from the School of Health and Community Studies, in the college's student market.

The Duke of York was then given a tour of The Startup Lounge, the unique new facility for

developing students' entrepreneurship skills.

During the visit, His Royal Highness met students behind web design start-up Spiderweb, fashion label Cocoon and successful music and media production company Interim Records.

Dick Palmer, principal of City College Norwich, said: "It was a great honour for us to welcome His Royal Highness to City College Norwich.

"The Duke of York is a strong supporter of youth enterprise and so we were particularly pleased to have the opportunity to share with him the innovative work by Gazelle to promote entrepreneurship in further education."

Wallsall College staff to carry Olympic torch



Two Walsall College staff members have been named as official London 2012 Olympic Torchbearers.

The duo will be flying the flag for the Black Country when the torch relay travels through the region on June 30.

Walsall College NVQ assessor, Ravendar Kumar, who has been at the college for 10 years, was selected for being an inspiration to others through his work in education sector and will carry the flame through Willenhall.

Kim Clark, Walsall College's further

education sports co-ordinator, who will carry the flame through Newtown, is one of 55 exceptional community sports leaders chosen as a torchbearer through Coca-Cola's Future Flames campaign.

She said: "Over the last couple of years I've been promoting the games as a great opportunity for people to get active, so to be involved in the relay is a great honour."

Ravendar added: "I've been a huge fan of the Olympics from a young age and I'm really excited that I've been chosen to play a small role in such a historic event."



Accrington and Rossendale lecturers break world record

Lecturers from Accrington and Rossendale College have become world record breakers.

Phil Burgess and Simon Whitaker smashed the record for 'the fastest team of two to hang three strips of wallpaper' in a challenge organised by Dulux Decorator Centres and wallpaper manufacturer Graham & Brown.

The winning time of 1 minute 16.435 seconds was successfully set at the National Painting and Decorating show in Coventry in November, but, has this month received the official stamp of approval from Guinness World Records.

Mr Burgess said: "We are overjoyed that our record has been confirmed and grateful to both Dulux Decorator Centres and Graham & Brown for giving us this opportunity."

"The certificate recognises not only the speed in which we completed the challenge but also the high quality of the finish so it will certainly take pride of place at the college for all to see."

Lord Drayson visits Basingstoke College of Technology



Tuesday, April 24, saw a red letter day for Basingstoke College of Technology (BCoT) with the launch of their new Technology Centre.

The college welcomed motor racing entrepreneur Lord Drayson, who arrived in his Aston Martin Vanquish, to carry out the opening, along with the Mayor of Basingstoke and Deane Councillor David Leeks and other visitors from businesses for the event. The new centre houses all of the college's Science, Technology, Engineering and Maths (STEM) provision under one roof for the first time.

Lord Drayson said: "It is important that we raise the profile of STEM in schools. These subjects are key in many careers; something we have remembered following the country's recent economic problems."

Principal Anthony Bravo said: "This building is a statement of where we are headed as a college. It's really satisfying to see our vision come to fruition."



Aspirational students at Doncaster College

Doncaster College's Academy of Commercial Enterprise hosted its own version of The Dragons' Den and MasterChef as part of Aspirations Week.

For the third year running, students from all programme areas of the Academy have been involved in a variety of activities designed to raise their aspirations and motivate them to consider the next step in their career or in their education. At the popular Dragons' Den judges listened to innovative ideas pitched by five groups of students from each of the Academy's teaching sections.

After much deliberation it was decided that the Floristry students pitch would ultimately take the splendid glass trophy.

To round off the week a MasterChef competition was held in the college's spacious kitchens and judged in the Waterfront restaurant before an audience of students.

Principal Gill Parkes said: "It has been hugely successful in opening students' eyes to a broad variety of opportunities in their vocational areas and has been very motivating for both staff and students as so much fun was had along the way."



Priestley College students' courtroom drama

Students from Priestley College took part in a courtroom drama at Warrington Magistrates. Ten students pitted their wits against representatives from Barrow Hall College in the Mock Trial Competition and took home the team trophy. Stephanie Lynch took home the individual award for her performance as a key prosecution witness.

Law tutor Karen Clement-Smith said: "To win the trophy was a big achievement and for a Priestley student to be awarded the best

individual performance was the icing on the cake."

The students practised their skills at college before being given positions in the courtroom for a case based on domestic violence. As the drama unfolded, the young people were able to put into practice their advocacy skills and their ability to face up to tough cross examination.

District Judge Knight praised Ashley Loftus who took on the role of the defendant, playing him as a distraught and misunderstood father.

Stratford-upon-Avon college hosts Guild of Bricklayers Competition regional heat

Stratford-upon-Avon College's new Construction Academy was given a thorough workout when it hosted the regional heat of the Guild of Bricklayers Competition.

The £750,000 Academy, opened in February by MP Nadhim Zahawi, was the venue as young bricklayers from schools and colleges from across the West Midlands took part across three age categories with the winners of the Junior and Senior competitions going on to the national finals.

Stratford College's own Kieran Nicholls won the schools competition while the Junior competition was won by Bryn Wilson-Harris of Bourneville College.

The Senior contest saw some intense



competition with South Birmingham College student Jordan Brewster coming out with the top prize. James Garrett from Warwickshire College walked away with the coveted Derek Spencer Award for his outstanding effort during the event.

Alan Titchmarsh visits Writtle College



Students were given a surprise when Alan Titchmarsh MBE paid a visit to the Titchmarsh Centre for animal studies and vet nursing at Writtle College.

The Centre, officially opened by Alan in September, was named after the popular celebrity, who has supported the college for more than ten years.

Alan watched as students milked sheep, came face-to-face with Wylie the goat, petted some ferrets, all before moving on to the Dog Grooming parlour where he personally groomed a Labradoodle.

His tour also took in the indoor animal units - reptile, fish, Avery, companion - as well as the classrooms.

He said: "This Centre is superb; it teaches all of the essential practical skills for animal husbandry and vet nursing. It is exciting to see that all of the courses are so stuffed full of folk - it's wonderful to see what people have the opportunity to learn here at Writtle. The thing about Writtle is that it's one of the best kept secrets in Essex, it's a shining beacon - I'm thrilled my name is up there and I hope it stays there for a long time."

Weston College students pamper pensioners



Weston College pampered 24 pensioners to help launch Age UK Somerset's year-long 'Joining in Together' service to reduce isolation.

Men and women aged from 50 to nearly 90 enjoyed £5 professional facials, manicures and pedicures at the College's bespoke salon.

Dennis Newbury, 82 of Worlebury, who had top to toe treatments, said: "I've never had a facial. I thought it wasn't the sort of thing a man did but I thoroughly enjoyed it all."

Pauline Roberts, 86, of Ridgeway in Weston town centre, said: "This was my first facial and I worried I was too old but it's been lovely and I've had my nails painted lilac."

The 'Joining in Together' service is supported by Somerset Racial Equality Council and funded by the Fair Share Trust.

Age UK Somerset campaign co-ordinator, Linda Jones, said: "This pamper day has been an incredible success which couldn't have happened without Weston College."

Derby College starts work on new Academy



Work has started on Derby College's new £3.5 million Construction Academy in Pride Park which is due to open to students this September.

The college is working with developers Cedar House to construct a 3,000 sq metre building on land currently owned by the Homes and Communities Agency and originally earmarked by former East Midlands Developments Agency for the Railway Technical Centre.

It will house 650 full time and part time students as well as apprentices in bricklaying, joinery and carpentry, painting and decorating and plastering.

Head of faculty Dawn Kemp said: "We are very excited that work has started on the new Construction Academy which has already attracted a great deal of interest in potential learners looking to come to College in September to learn a trade."

FE Week events...

FE winners step up to the Podium

Nick Summers

@SummersNicholas

A one-off celebration recognising the contribution FE colleges and universities have made towards the London 2012 Olympic and Paralympic Games was held in East London last Thursday.

The Podium Awards, held at Forman's Fish Island and hosted by Channel 4 presenter Rick Edwards, was attended by more than 350 guests and recognised the sporting, educational and creative projects of more than 27 institutions from across the UK.

Gareth Smith, head of Podium said: "The enormous range of skills and approaches demonstrated, combined with the consistently high quality of the projects that were submitted for the Podium Awards, was absolutely astounding.

"The competition was fierce and we were delighted to see such a vast selection of ideas and activities which will genuinely impact on the London 2012 Olympic and Paralympic Games and their legacy."

The women's boxing programme delivered at Bradford College won the "Award for Outstanding Sporting Project", beating Southampton University and the host borough colleges' 'Inter College Festival of Sport'.

The boxing scheme at Bradford College, which allows women of all abilities to be trained by professional coaches, has helped inspire greater female participation in the sport.

Paul Porter, boxing development officer at the Bradford Police and College Boxing Academy, told FE Week: "It's an exciting sport and schemes like ours allow them to have access to good coaching and good facilities.

"All we're really doing is meeting the demand, and our results at the moment are proving that we've got the right formula."

Elsewhere the "Bridging the Gap" project, led by North Hertfordshire College (NHC), won gold in the "Award for Inspirational Skills Project" category.

The scheme, which has engaged 92 different further education colleges, is supplying the organisers of the London 2012 Olympic and Paralympic Games with thousands of young qualified stewards or security staff.

To date, the FE sector has funded 9,551 young people to undertake security qualifications, with further training being offered to students by Skills for Security, the National Counter Terrorism Security Office and LOCOG.

Fintan Donohue, chief executive and principal of NHC, said: "These students have had to undertake the training in their own time, and the excellent colleges that have made it possible have given their facilities and efforts freely to create an exceptional earning opportunity for students both now and even after the Olympics have ended.

"The nomination for the Skills award will give a great boost to all of the student

Pictures by Nick Linford for FE Week



Cheeky chappy, Rick Edwards from Channel 4 and E4 was on hand to present the glamourous Podium Awards

ambassadors, project teams and the colleges that have worked so hard to deliver a great outcome."

A further 11,412 students have, or are, taking a stewarding qualification which has led to work at recognised events such as Wimbledon, the British Grand Prix, the Ryder Cup, Premiership football matches, rock festivals, carnivals, and the Royal Wedding.

Uzi Khan, a student at NHC said: "The Bridging the Gap project has opened the door to my career.

"I've worked as a steward at Rhythms of the World and as soon as I got my Door Supervisors qualification I found a job with a local security firm.

"The next step for me is to hopefully work at the Olympics and in the future I'd like to start my own local security business."

The "Olympic Park Film Project", developed by Havering College, was awarded a silver medal in the same category.

The initiative gave students the chance to undertake two commercial-style film projects, commissioned by the Olympic Delivery Authority, which were later premiered at a city hall event hosted by the chair of the London Assembly.

A spokesperson for Havering College said: "For the students it was a once-in-a-lifetime opportunity to observe and record on film the creation of the Olympic Park, sporting facilities and athletes' village which will evolve to become new homes.

"One group worked with BBC Blue Peter gardener Chris Collins who was recruited as the presenter for the horticultural film on the development of the Olympic Park.

"Some of the students plan to continue on their Higher Education journey and as a result of the film have received unconditional

offers for Film related degree courses at prestigious universities."

The InterContinental Hotels Group (IHG) Academy, led by Newham College, was also recognised as a runner up in the "Award for Inspirational Skills Project" category.

The project places learners on a six month course, combining a level 2 diploma in hospitality services with six weeks practical work experience.

The college says it is designed to provide job opportunities for people from areas with

"we were delighted to see such a vast selection of ideas and activities which will genuinely impact on the London 2012 Olympic and Paralympic Games"

high unemployment rates, and to date has helped nine people secure a job.

Luigi Lipparelli, head of catering at Newham College said: "College staff feel proud to have received a nomination because it shows that we can be the most successful college in east London.

"It recognises that our staff have worked hard to improve the lives of local people and support an aim of the London Olympics legacy.

"It shows that we are flexible and innovative in working with employers to

develop courses shaped by their needs."

Other Podium Award winners included Weymouth College, who won gold in the "British Council Award for Innovative International Collaboration" with their Sailing Camps, Business and Education programme, as well as SkillsActive, for their pre-employment programme 'Personal Best'.

"Legacy Champions" a scheme led by nine FE colleges situated in the Olympic host boroughs, including Greenwich Community College, Hackney College and Newham College, were runners up in the "Award for Invaluable Volunteering Project" category.

The programme, developed in partnership with EDF Energy, asks each college to recruit 10 students who then identify and support a local community project in their borough.

A spokesperson for Greenwich Community College told FE Week: "(Our) project this year is a community art project capturing what Greenwich in 2012 means to the local community.

"Our students ran a survey with their peers and the local community asking them which images capture our borough and have worked with a local artist, Shallman Quashie, to produce a piece of artwork that will be displayed at the Discover Greenwich Visitor Centre from mid-May."

The "Legacy Champions" from all of the host borough colleges then gather for a joint volunteer project, which for the last few years has included a clean-up of the Thames or the Island Gardens in Greenwich.

A spokesperson for Hackney College said: "Hackney Community College has been committed to the opportunities of the Games for many years, and has worked closely with Podium to make sure that that we have shared our experiences with other colleges and universities.

"We are incredibly proud of our staff and students' enthusiasm for the opportunities of the 2012 Games - being nominated for these awards is the icing on the cake."

Other shortlisted projects included the "Sport Gambia" project, which was organised by South Nottingham College and awarded a silver medal in the "British Council Award for Innovative International Collaboration" category.

Ten students studying BTEC Sport Development and Fitness at the college raised £550 each in order to travel to Gambia in March.

The students then visited five schools, one of which was for deaf and blind children, in order to put on sport and physical activity sessions for nearly 400 primary and secondary school students.

Diane Garfield, community and performance sport manager said: "This was an amazing opportunity for College students to learn more about other countries and

cultures whilst delivering sport and physical activity to local people.

"The students had an immeasurable, life-changing experience seeing such extreme poverty, poor school conditions and how the children learn."

Other notable nominations included the "Flames" project, developed by Loughborough College in partnership with the British Heart Foundation.

The scheme, which was shortlisted for the "Get Set Award for Inspiring Outstanding Learning through the London 2012 Games", has helped motivate more children to be active by developing a training model for young leaders.

Anna Chalkley, the project manager, said: "All of the feedback we receive from college tutors is unanimous in saying that most significant impact of Flames has been on the effect on the student's learning.

"One of the main benefits was their experience of working with and delivering

to primary school children, something which cannot be recreated in the classroom with their peers and this has proved to be a definite personal gain for them."

The programme, which has helped 400 FE and HE institutions to date, culminates in the "flames festival", a mini-Olympics organised and ran by the young leaders.

The awards ceremony was an outstanding example of how colleges can help learners both during and after a national event such as the Olympic Games.

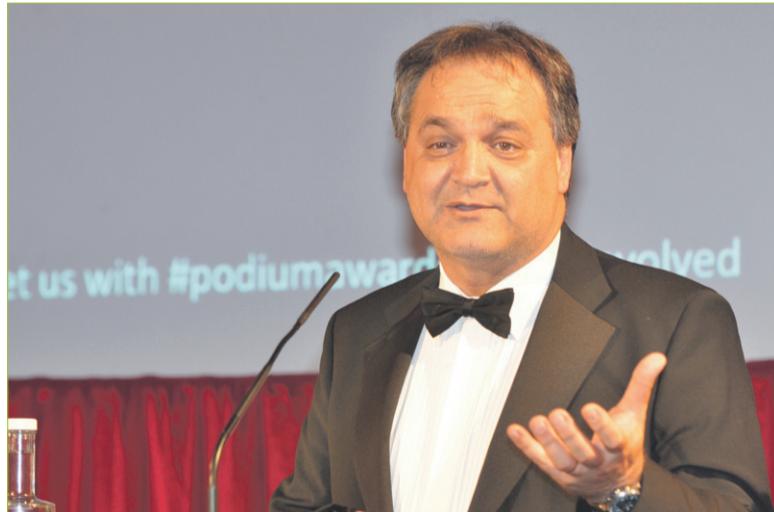
Paul Deighton, CEO of the London Organising Committee of the Olympic and Paralympic Games, said: "Colleges and universities have played an integral role in supporting London 2012.

"I congratulate all of the Podium Awards winning projects on their exceptional work.

"The 230 projects nominated all serve as a tremendous example of how the power of the Games is being used to inspire people to make a real and lasting difference."



Bradford College accepting a gold award for their women's boxing academy



Marinos Paphitis, Executive Director at the Skills Funding Agency



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Kayleigh Magson from Hackney Community College gave a speech

MEDAL WINNERS

Podium is the further and higher education Unit for the London 2012 Games. It has a nationwide remit to work with colleges and universities across the UK to maximise their involvement with all aspects of the Olympic and Paralympic Games and their legacy.

The Award for Outstanding Sporting Project

Gold - Bradford College - "Women's Boxing"

Silver - Host Borough Colleges - "Inter College Festival of Sport"

Silver - Southampton University - "Sport Engineering Laboratory"

The Award for Creative Cultural Project

Gold - University of the Creative Arts - "Creative Campus Initiative"

Silver - University of the Arts - "London 2012 Programme"

Silver - Arts University College Bournemouth - "Battle for the Winds"

The 'Get Set' Award for Inspiring Outstanding Learning through the London 2012 Games

Gold - Kings College - "Scientists in Sport"

Silver - Loughborough College - "Flames"

Silver - Sheffield Hallam University - "Sports Lab"

The Award for Inspirational Skills Project

Gold - North Hertfordshire College - "Bridging the Gap"

Silver - Havering College - "Olympic Park Film Project"

Silver - Newham College - "IHG Academy"

The British Council Award for Innovative International Collaboration (further education)

Gold - Weymouth College - "Sailing Camps, Business and Education"

Silver - Gateshead College - "Colombian Boxing Exchange"

Silver - South Nottingham College - "Sport Gambia"

The British Council Award for Innovative International Collaboration (higher education)

Gold - University of Gloucestershire - "Sport Malawi and Malawi 2012"

Silver - Loughborough University - "Musubi"

Silver - University of Bristol - "Bristol-Kenya Partnership"

The RCUK Award for Exceptional Research Contribution

Gold - Canterbury Christ Church University - "Sports Classification"

Silver - Liverpool John Moores - "Performance in Olympic Shooting"

Silver - Sheffield Hallam University - "Centre for Sports Engineering Research"

The 'Be a Champion' Award for Successful Student Led Activity

Gold - Liverpool Institute of Performing Arts - "Balloons"

Silver - Leeds University Union - "Grow your own Games"

Silver - Queen Mary Students' Union - "Aspire"

The Award for Invaluable Volunteering Project

Gold - SkillsActive - "Personal Best"

Silver - Host Borough Colleges - "Legacy Champions"

Silver - Universities South West - "RELAYS"

VQ Day

20 June 2012

An initiative by

Edge

Celebrating vocational achievement

If you're one of the millions who have achieved vocational success, visit www.vqday.org.uk to see how you can get involved in the fifth annual VQ Day – a day to recognise the value of high quality vocational qualifications and celebrate vocational achievement.

There are many paths to success – make sure yours is recognised.



Cut along this line and keep this poster so you don't forget the date!

You've earned it.

VQ Day

Celebrating Vocational Achievement



Deputy Principal (Student Outcomes)

**£75,000 Per Annum Plus
Relocation Package –
Grimsby**

Driven, people focused and confident in your ability to lead a team within your college or school, you will, above all, have a track record of improving student outcomes, and the ability to look holistically at curriculum development, student management, monitoring and intervention, and quality of provision. You will be comfortable leading an exceptional team of three Assistant Principals and a high-performing and dedicated teaching staff.

This role will appeal to existing Deputy Principals looking for a position with wider scope, as well as to Assistant Principals/Assistant Heads/ SLT Members in colleges and schools. This is a challenging time for Franklin College as we move forward to the next, exciting stage in our development. If you share our belief in equal learning opportunities for all our students and you're interested in securing a leading role in this dynamic and rapidly changing college, then please get in touch.

Closes: 20 May 2012, 11pm. Interviews are likely to be held on: 28/29 May 2012.
The position will be available to suit applicants' notice periods, from September 2012.

For further information and application pack, please visit www.leadfranklin.co.uk or contact our advisers, ASDTi, by email: gm@asdti.com, or T: 01457 851407, or write to ASDTi, 46 Hathersage Drive, Glossop, Derbyshire SK13 8RG.

Franklin College
Chelmsford Avenue, Grimsby,
North East Lincolnshire, DN34 5BY.
www.franklin.ac.uk

Franklin College

NORTH WEST KENT COLLEGE

With more than 4,000 full-time students at two main campuses in Dartford and Gravesend, North West Kent College is a progressive and forward-thinking organisation at the forefront of education. Our mission is to help our students and staff alike to achieve their full potential within a supportive and team-focused environment.

Web Administrator - Dartford

Full time 37 Hours p.w
£30,280 – £35,104 per annum

Right now we need a creative and self-motivated individual to oversee the day-to-day operation of our websites. As well as developing the sites to maximise their potential, you will monitor performance and configuration, maintain web servers and produce imaginative new designs that engage staff and students. This wide-ranging role will also see you examine website usage and work with our IT and MIS teams to develop solutions.

In technical terms, you should bring sound experience of Moodle and SharePoint, together with a good working knowledge of web telemetry and SEO, Visual Studio, PHP, CSS and Scripting Languages (JavaScript, HTML, ASPX), Database Connections (OLEDB, .Net, ODBC), MS Reporting Services, MySQL and MSSQL Server. Beyond that, you will need to be a strong communicator and teamworker with excellent project management and problem solving skills. A customer-focused attitude is a must too.

Reporter/Database Administrator - Dartford

Full time 37 Hours p.w
£30,280 – £35,104 per annum

Your challenge is to drive the development of reporting across the college, ensuring that we can make the best use of a diverse range of data sources to inform key decision making at senior level. As well as delivering regular reports, you will devise and implement new methodologies to provide a unified cross-college reporting system. We also need you to create an SQL Server Reporting Service and develop a new Data Warehouse using SQL Server Technology.

Qualified to Degree Level or equivalent, you will bring sound experience of working with reporting development software including Crystal Reports or similar, Visual Studio, PHP and Scripting Languages, Database Connections OLEDB, .Net, ODBC and MS Reporting Services. Self-motivated and customer-focused, you should also have excellent Database skills using MS SQL Server, Oracle and MySQL.

Application forms and further information available on www.nwkcollege.ac.uk
CVs not accepted. No agencies please.
Closing date: Wednesday 9 May 2012 at 5pm

The college is committed to promoting equal opportunities and actively encourages applications from disabled persons and ethnic minorities.

the UNIVERSITY of GREENWICH
INVESTORS IN PEOPLE
POSITIVE ABOUT DISABILITY

For more job listings visit www.feweek.co.uk and click on 'recruitment'

STOCKPORT COLLEGE

'Does your ambition match ours?'

APPOINTMENT OF PRINCIPAL AND CHIEF EXECUTIVE: SALARY UP TO £140K

Stockport College lies at the heart of economic and social change in Stockport and its immediate region.
 We are an 'Outstanding' College with Beacon status. Our next Principal will be an exceptional individual who can inspire achievement as we continue to position the College so as to maximise its impact in addressing Government priorities and a changed funding landscape.

The Challenge: The College's performance will be defined by its ability to reach out across Stockport, balancing increase in the provision of high order skills alongside significant improvement to social inclusion and participation. To sustain its profile, the College will modernise its curriculum and learning and teaching; and work in many diverse partnerships. At the same time, the College will require to sustain financial stability and demonstrate enhanced quality.

The Person: You will encourage and sustain both innovation and a revised focus on commercial and competitive activity. As Principal, you will be uncompromising in the commitment to all learners, and dedicated to the needs and ambitions of stakeholders. You will epitomise the College's influence in external contexts.

If you believe you can meet this demanding specification then we would be delighted to hear from you.
 Please contact Helen Anderson at h.anderson@collegeleadership.co.uk or on 0115 911 1117 for an application pack, or visit www.collegeleadership.co.uk/current_appointments.asp for further information about this post.

The closing date for this post is 12pm on Friday 25th May 2012. Interviews will be held on the 18th and 19th June 2012.

College Leadership Services
Expertise in FE



WILBERFORCE
sixth form college

Following the promotion of a member of the senior team to the post of Principal, the following vacancy has arisen:

ASSISTANT PRINCIPAL

Salary £55,553

To start September 2012, the successful applicant will play a key role within the senior team focusing on liaison and partnerships, a range of operational functions and working with senior postholders to support curriculum development.

The College has 1,550 students, a range of excellent facilities and is financially strong.

This is an outstanding opportunity for an energetic, skilled and enthusiastic manager to take a lead role in shaping the future of this College.

For further details, please see our website www.wilberforce.ac.uk or contact the Personnel Office via email: personnel@wilberforce.ac.uk or telephone 01482 711688.

Closing date for receipt of applications: Friday 11th May 2012 at 12.00 noon.

We are committed to safeguarding and promoting the welfare of children and young people.



www.wilberforce.ac.uk

Lancaster & Morecambe College

www.lmc.ac.uk

Lecturer in Electrical / Maintenance Operations (0.5 Fractional Post)

Salary up to £30,470 per annum, pro rata depending on qualifications and experience (bar at £28,299 per annum, pro rata) + £1,000 per annum, pro rata special skills allowance

18.5 hours per week Temporary to 31 July 2013 Job Ref: AS 618

We are seeking to appoint a Lecturer with appropriate skills in Maintenance of Mechanical, Electrical and Electronic Systems and Components. This is a new post developed in conjunction with EDF Energy to provide provision to learners at Level 2.

Further information about this post, including Job Description, is available on the College website: www.lmc.ac.uk

Closing Date: Friday 18 May 2012

For online application please visit www.lmc.ac.uk or www.fjobs.com, or for a job application pack (various formats) phone 01524 521507 / email jobs@lmc.ac.uk. All posts are subject to a CRB Disclosure in line with our policy of safeguarding and promoting the welfare of learners.



Go to
feweek.co.uk
for more
listings

SUSSEX DOWNS COLLEGE

Putting Students First

HEAD OF SUSSEX DOWNS VOCATIONAL COLLEGE

SALARY C£70K



Sussex Downs College is a successful college with major campuses in Eastbourne and Lewes and other centres providing high quality, responsive and wide ranging education and training services for 14-19 year olds, adult learners and employers throughout a large part of East Sussex and beyond. Building on our core values we have ambitious aims for promoting the achievements, prosperity and well-being of the learners, employers and communities that we serve.

Following the promotion of the current postholder to a Deputy Principal post, we are looking to make a senior level appointment to the newly configured post of Head of Sussex Downs Vocational College. You will join our College Leadership Team and your responsibilities will include:

- Strategic lead for the whole College Adult Skills Budget
- Managing 14-19 vocational provision delivered at the Eastbourne campus
- Commissioning and overseeing the management of internal and external delivery partners
- Overseeing the management and development of our successful International College

We would like to hear from you if you share our vision and values and think you can help us to achieve our ambitions. Applicants should have a thorough understanding of the skills and employability context and be able to demonstrate a successful recent management level background in a related organisation. This is an excellent opportunity for career development in further education and training and for aspiring Principals.

Closing date: Friday 18 May 2012 (by noon).

Interviews are scheduled for: 29 May 2012.

For an informal discussion please contact Wayne Wright, Deputy Principal on 01323 637296.

For further details please visit our website, or phone our recruitment line on 01323 637613 (direct line), 01323 637598 (24 hour), Minicom 01323 637216 or e-mail EastbourneHR@sussexdowns.ac.uk

Sussex Downs College is committed to safeguarding and promoting the welfare of children and young people.

www.sussexdowns.ac.uk



We'll build your future too.

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All roles based at our Blackbird Leys Campus, Oxford.

Programme Manager – Construction and Built Environment
£31,142 – £36,095 per annum

Environmental Technologies Project Leader
£26,874 – £29,362 per annum

Senior Vocational Trainer – Gas Installation and Service Assessor
£27,678 – £31,142 per annum

Vocational Trainer/Assessor in Painting & Decorating
Part-time • £21,865 – £25,583 per annum (pro rata)

Assessors in Plumbing, Maintenance, Painting & Decorating and Wood Trades
Up to £26,092 per annum

For full details, please visit: www.ocvc.ac.uk and go to the 'Working for us' section.
Closing date: 21 May 2012.



a love for learning





new college
nottingham

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Director of Information Systems

c. £61k to £67k per annum Ref: 2095

We are in a period of exciting and progressive change and are looking to recruit to our senior management team. People with the vision, talent and passion to deliver a re-newed College Nottingham. We believe that ncn has the capacity to make a major contribution to transforming the future prospects of our City, County and Region and we seek to position ourselves at the heart of partnership strategies to deliver economic growth, business formation and employment outcomes.

We are ambitious. We believe we can and must do more to impact positively on the lives and prosperity of local people. We will look to raise their aspirations and instil them with a new spirit of enterprise. We will also seek to enhance our support to local businesses and key employment and wealth creating sectors, providing the future skills they need to become more competitive.

As part of our current restructure, we are looking to appoint to the role of Director of Information Systems. You will need the vision, talent and passion to transform ncn into an entrepreneurial college and deliver our promise of excellence, employability and enterprise to present and future generations. As a founding member of the Gazelle Group of Colleges, this is a great opportunity to contribute to innovative work which will impact across the sector in redefining entrepreneurialism in FE.

This role is vital to support and develop our information and reporting systems, at all levels, to transform ncn into a world class e-learning and e-business organisation.

You will provide outstanding, innovative and customised approaches and solutions to the College's information systems, have detailed knowledge of funding streams and an analytical and resourceful attitude to translate your knowledge into practical support for all teams across the College. You will also be a great team player, committed to strong partnership-working and be our key interface with funding agencies.

For all our senior positions, the ability to lead, inspire, motivate and develop staff will be crucial to our ambitions. As will be the commitment and ability to collaborate effectively with internal and external partners.

Please call Paul Lonsdale, Deputy Principal Resources on 0115 9121659 for an informal discussion in the first instance regarding this exciting opportunity.

The selection assessment date for the post is: Thursday, 31 May 2012.

The closing date for this post is 5pm on Friday, 18 May 2012.



Apply online at www.ncn.ac.uk or call 0115 911 3662 for an information pack.



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For further information and how to apply you are invited to visit our website: www.barkingdagenhamcollege.ac.uk.

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For recruitment advertising solutions please contact **Chardelle Mason** at chardelle.mason@feweek.co.uk or contact the advertising team on 0208 123 4891



#FEdebate

Get involved with the further education debate on Twitter using our hashtag #FEdebate

You can use the hashtag to stimulate debate whenever you want but we'll also be holding monthly half hour #FEdebate sessions where you can discuss the topic of the day on Twitter



Here are some great tweets from last week's #FEdebate:



@GrahamRazey: @fefundingguru @bisgovuk Equality Impact Assessment absolutely crucial to the debate #FEdebate #badtobeover23



@joncarr1977: @bisgovuk estimate only 40% of FE Loan amount will be paid back - seems very low and makes me question the potential savings? #FEdebate

@AlanTuckett: Where is the market testing on which adult groups will be excluded by funding through loans. Net effect - narrowed participation? #FEdebate



@SOLUS_ED: @bisgovuk estimate only 40% of FE Loan amount will be paid back - seems very low and makes me question the potential savings? #FEdebate



@FEFundingGuru: How will @bisgovuk deal with potential shortages in qualified staff in high service level sectors such as Care? #FEdebate



@SteveHewittMIS: @York_CoL_BDU @NickLinford question is, is FE a "premium product" that means price sensitivity doesn't come into it? #fedebate



If you've never used Twitter before then check out our handy guide at: www.feweek.co.uk/twitterguide for all our tips and tricks on how to tweet!

The next
#FEdebate will
be held on 28th
May at 4PM

FE Week Sudoku challenge

			9			5	1	
7	1		3		9			
3	9		2	1		4		
		6	9		4		1	
	5		8	4	6		3	
2		9	1		8			
	2		6	4		5	7	
	4		5		3		2	
1	8			7				

Difficulty:
EASY

How to play: Fill in all blank squares making sure that each row, column and 3 by 3 box contains the numbers 1 to 9

Solutions: Next week

	4	2	1			6		
			9	6				
9					5			
3	6					1		
5		4	8			6		
7				3		2		
	9				5			
	1	4						
2		7	9		4			

Difficulty:
MEDIUM

Last Week's solutions

2	3	8	1	6	5	4	7	9
4	1	9	7	3	8	2	5	6
7	6	5	4	9	2	8	1	3
9	4	1	5	7	3	6	2	8
5	8	3	9	2	6	1	4	7
6	7	2	8	1	4	3	9	5
1	2	6	3	5	9	7	8	4
8	5	7	6	4	1	9	3	2
3	9	4	2	8	7	5	6	1

Difficulty:
EASY

9	5	4	7	8	2	6	1	3
7	8	1	9	3	6	2	4	5
2	3	6	1	4	5	8	7	9
1	4	9	6	2	8	3	5	7
3	6	2	4	5	7	9	8	1
5	7	8	3	1	9	4	2	6
8	2	3	5	9	1	7	6	4
6	9	5	8	7	4	1	3	2
4	1	7	2	6	3	5	9	8

Difficulty:
MEDIUM

FE Week mini-mascot

Follow the adventures of FE Week's biggest and smallest fan!



"Mostly this week I have been splashing around in Greenwich"

You can also follow our FE Week mini-mascot on Twitter @daniellinford